

ORIGINAL ARTICLE

The Influence of the personality and leadership formation program (P2KK) on the soft skills of students of the Faculty of Health Sciences (FIKES) University of Muhammadiyah Malang

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ABSTRACT

Backgrounds: Character education is currently one of the solutions to overcome moral decline. From a psychological point of view, the character describes several potentials. **Objectives:** This study aims to determine the effect of P2KK on the soft skills of students at the University of Muhammadiyah Malang. **Methods:** The research design used was a pre-experimental group pre-posttest design. Sampling in this study used non-probability sampling with a quota sampling technique. The samples used were 100 students of the University of Muhammadiyah Malang class of 2018 who took part in P2KK batches 24 and 25. Data collection used the LEQ (Life Effectiveness Questionnaire) questionnaire with data analysis using the Wilcoxon test. **Results:** Soft skills of University of Muhammadiyah Malang students before participating in P2KK 72% had a medium category with an average value of 140, and soft skills after P2KK 76% had a medium category with an average value of 15. Based on the results of data analysis using the Wilcoxon test, significant results were obtained ($p=0.00$), meaning there are differences in soft skills before and after P2KK. **Conclusion:** There is an effect of P2KK on the soft skills of students at the University of Muhammadiyah Malang with an experiential learning approach that can improve soft skills. The most significant influence is on the attribute of controlling emotions. The UPT recommends it. P2KK to find out and evaluate the soft skill character of P2KK participants so that the training can specifically improve the soft skills that are lacking.

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1. Introduction

The learning process in the classroom should meet three aspects: cognitive, affective, and psychomotor (Haryati, 2015). Aly (2017) states that learning at Indonesian universities emphasizes the dimensions of hard skills rather than soft skills. Increased participation in the world of education has not been thoroughly followed by character and noble character education, so this results in the existing education not being optimal in supporting the realization of a superior and noble civilization of the nation. The policy implemented by the Ministry of Education and Culture (Kemendikbud) is the development of an educational curriculum that provides soft skill content so that it is expected to improve the noble character and foster the character of the nation and state (Ministry of Education and Culture, 2013).

Character education is currently one of the solutions to overcome moral decline. From a psychological point of view, the character is a description of several potentials, namely Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), and Adverse Quotient (AQ) (Mas'odi, 2014). Research conducted by the Emotional Quality Inventory (EQI) institution states that the contribution of IQ or hard skills compared to EQ or soft skills only provides a

maximum of 20%, with an average of 6% for one's success. [Haryati \(2015\)](#) states that in the world of work, 85% of success is determined by soft skills, and the remaining 15% is determined by knowledge and technical skills, also known as hard skills. The flow of globalization and rapid technological developments also requires the younger generation to be able to work in a complex and diverse environment; this is a challenge for the education system to produce graduates who are competent to direct and educate so that they can compete in the world of work ([Rongraung, Somprach, Khanthap, & Sitthisomjin, 2014](#)).

The results of an analytical study by conducting interviews with new nursing students on October 18, 2019 stated that current learning emphasizes hard skills rather than soft skills. Preliminary study of soft skills, 15 new nursing students who have not followed P2KK got the lowest score in the aspect of self-confidence marked by the statement that they still do not have high self-confidence and still feel they have many shortcomings compared to advantages, the discipline aspect is marked by the statement that they still like to procrastinate and do not like to be restrained by rules and aspects of communication because of the different language between students who are Javanese and students who are non-Javanese. This is based on 6 aspects to be achieved in P2KK, namely communication, discipline, self-confidence, adaptation, problem-solving skills, and cooperation.

The Personality and Leadership Formation Program (P2KK) is a character-building program that contains material on academic skills, social skills, leadership, worship, Islam, and an introduction to higher education culture. One of the goals of the Personality and Leadership Formation Program (P2KK) is to develop students' soft skills according to job requirements. This program is an effort of the University of Muhammadiyah Malang to develop students' soft and hard skills in a balanced way. The program, which has been running since 2004, has undergone several changes and improvements in the design of its activities. Evaluation of programs related to facilities, trainers, and activities by P2KK participants has been carried out since 2017. Still, evaluation of the achievement of the goal of developing soft student skills in the world of work has not been carried out by the UPT. P2KK and universities.

The results of interviews by researchers on October 22, 2019, with 10 new students of Nursing at the University of Muhammadiyah Malang who have participated in P2KK generally stated that there was an increase in soft skills after participating in P2KK. This data is subjective data obtained by researchers, so it is necessary to collect and analyze data using objective measurements to determine whether there is an effect of P2KK on the soft skills of students of the Faculty of Health Sciences (FIKES).

2. Methods

The research design used is pre-experimental, with the form in this study being a one-group pre-posttest design. It is said to be pre-experimental because external variables still influence the formation of the dependent variable; the researcher does not really control all external variables that might affect the dependent variable. This can happen because there are no control variables, and the sample is not chosen randomly ([Sugiyono, 2016](#)). In this one-group pre-posttest design study, there is a pretest before treatment and a posttest after treatment; thus, the treatment results can be known more accurately because it can compare the conditions before and after treatment ([Sugiyono, 2016](#)). In this study, the treatment in question was P2KK; the researchers did not provide intervention and only made observations of the program held by the University of Muhammadiyah Malang.

3. Results and Discussion

Table 1. Characteristics of the sample of faculty of health science students at the University of Muhammadiyah Malang batch 2018 who took part in P2KK batches 24 and 25 in Malang, January 2019

Characteristics	Sample		M Soft Skill	
	n	(%)	Pre	Post
Department				
Nursing Science	22	22%	134	149
Pharmacy	41	41%	141	151
Physiotherapy	37	37%	141	153
Sex				
Male	25	25%	140	153
Female	75	75%	139	151
Age				
17-19	95	95%	140	151
20-22	5	5%	124	155
Organizational Experience during College				
Yes	53	53%	142	157
No	47	47%	136	145
Organizational Experience during High School				
Yes	85	85%	141	153
No	15	15%	131	142
Last education				
SMA	79	79%	140	151
SMK	13	13%	140	149
Aliyah	8	8%	135	155
Origin				
Rural	56	56%	138	154
Urban	44	44%	142	148
Income				
<1.000.000	3	3%	128	165
1.000.000-5.000.000	67	67%	140	149
5.000.000-10.000.000	20	20%	138	151
>10.000.000	10	10%	143	158

Table 1 shows that the characteristics of the respondents are dominated by students majoring in pharmacy with the female gender and late teens. Most have had organizational experience since high school. Most of the respondents who took education in public secondary schools compared to vocational schools with backgrounds from rural areas and their parents' income were in the low to medium category.

Table 2 Soft Skills of faculty of health science Students before and after P2KK in Malang, January 2019

Variable	Mean	Min	Max	SD
Soft Skill before P2KK	140	56	184	21
Soft Skill after P2KK	151	88	192	18

Based on table 2, the soft skill scores of faculties of health science students after participating in P2KK increased by 10 points compared to before participating in P2KK.

Table 3 Soft skill categories of faculty of health science students before and after P2KK in Malang, January 2019

Soft Skill	Sample (n)	Percentage %
Before P2KK		
High	11	11%
Moderate	72	72%
Low	17	17%
After P2KK		
High	13	13%
Moderate	76	76%
Low	11	11%

Based on table 3, the soft skill categories of faculty of health science students before and after P2KK remained the same as the medium category.

Table 4 Soft skill attributes of faculty of health science students, the University of Muhammadiyah Malang before and after P2KK in Malang, January - February 2019

Attributes	Before P2KK (Mean)	After P2KK (Mean)	Standard Deviation (SD)
Time management	5,48	6,18	4,4
Social skills	5,81	6,23	1,2
Achievement motivation	6,57	6,92	1,5
Flexible thinking	5,99	6,52	2,6
Leadership	5,23	5,80	1,4
Controlling emotions	5,47	6,06	5,1
Initiative	5,76	6,16	1,8
Self-confidence	6,20	6,54	1,9

Based on table 4, the comparison of the 8 soft skill attributes of faculty of health science students at the University of Muhammadiyah Malang after P2KK is higher than before P2KK.

Table 5 Statistical analysis of soft skills of faculty of health science students at the University of Muhammadiyah Malang before and after P2KK in Malang in January-February 2019 using the Wilcoxon test

Z	Sig	Alpha	
-5,793	0,000	0,05	Significant

Based on table 5 the significance value of the Wilcoxon test is 0.000. This result is more minor than alpha (0.05) which interprets that H1 is accepted, which means that there is an influence of P2KK on the soft skills of faculty of health science students, University of Muhammadiyah Malang.

3.1 Differences in soft skills of faculty of health science students, the University of Muhammadiyah Malang before and after P2KK based on student characteristics

There is a difference in the average soft skills between the Nursing Department and the Pharmacy and Physiotherapy majors before P2KK. The nursing science major has a more negligible average soft skill than the pharmacy and physiotherapy majors, which have the same average score. This difference occurs because of the background of each individual, namely gender, age, organizational experience, latest education, area of origin, family type, and parental income per month that affect the formation of soft skills. The average soft skills after P2KK increased quite well, so that after P2KK there was only a slight difference in the average soft skills of each department, with the highest average soft skills obtained by the physiotherapy department.

Men's average soft skill is more excellent than women's before and after P2KK, but this average is not much different. These results follow which states that gender is not significant to a person's soft skill level. States that the level of soft skills based on gender has varying results between women and men. Some soft skills are more significant for men: self-confidence, controlling emotions, understanding situations, forgiving and forgetting other people's mistakes, leadership, public speaking, negotiation, networking with people, and others. Most women have self-awareness, overcoming bad situations, communication, teamwork, and others.

The average soft skill before P2KK was more significant at the age of 17-19 and after P2KK was more significant at the age of 20-22 years. The age factor is believed to be one of the factors in the formation of soft skills. According to research on the factors forming soft skills, there is an increase in soft skills with age, and more life experience gained by older people will form better soft skills.

Organizational experience will affect a person's life. The organization is believed to be a means of self-development because, in it, a person will be trained to proceed in character building and maturation in dealing with various existing problems (Hidayati, et al., 2015). Yulianto's research (2015) states that there is a positive and significant influence on student activity in organizations to improve soft skills. Reinforced who conducted qualitative research using observation, interview, and documentation techniques carried out at the University of Muhammadiyah Surakarta, it was concluded that organizational experience could shape students' soft skills and the benefits gained by being organized include helping and improving leadership, communication skills, teamwork, expanding the network or networking, problem solving and conflict management.

High school and vocational education have the same and higher average soft skills than Aliyah, and after P2KK, the soft skills are the highest for Aliyah graduates but not much different. Learning is the process of changing behavior in a person as a result of experience and training. Learning activities in schools can develop a person's soft skills. According to Rasmita et al. (2009), if the education received by a person is getting better, the soft skills they have will also be better. Planned education will improve skills, including the learning process. Previous research by Rismanto & Munir (2013) stated that the average soft skill at SMK Muda Patria Kalasan is still low. In contrast to these results, another study on SMK students stated that the average percentage of students' soft skills was 52.56% with a suitable category, then increased to a high category with a percentage of 81.88% after the implementation of learning chemoenterpreneurship. It can be concluded that the learning system applied to formal education can determine the level of a person's soft skills.

Respondents who live in residential or urban areas have a higher average of soft skills before P2KK and respondents who live in rural areas have a higher average of soft skills after P2KK. According to Rasmita, et al. (2009), the environment affects the formation of a person's soft skills, and a conducive and suitable environment will lead to various soft skills. People tend to

imitate what happens around them, so it affects a person's attitude and character. Rural and urban environments have different characteristics. Hidayah's (2011) prominent characteristics in rural communities are that people's lives are religious, the division of labor is not accurate, and the way of thinking of rural people is more social than urban people, who are more economical and racial.

3.2 Differences in Soft Skills of faculty of health science students, the University of Muhammadiyah Malang before and after P2KK based on 8 Soft Skill Attributes

These soft skills identify how much a person can utilize and manage time optimally. There is an increase in respondents' average time management soft skills after P2KK is done. For 6 days, P2KK participants were trained to always be on time in all activities and would be given sanctions if they passed the set hours. Participants also received material and simulations on time management which affected the improvement of time management soft skills.

Social ability is the level of confidence and self-perception of the ability to interact socially, including perceptions of a successful social life and the ability to communicate with others. There was an increase in social skills after the P2KK due to a large number of social interactions during the activity. Participants live in the same room with 9-10 people and participate in class activities with 25-34 other participants of different majors and regions of origin from 3 am to 10:30 pm.

The highest soft skill FIKES students possess at the University of Muhammadiyah Malang is motivation to excel. This soft skill interprets that FIKES students at the University of Muhammadiyah Malang have high motivation to achieve achievements and awards so that they make efforts and actions to achieve them. Health student learning that emphasizes memorization with a lot of material causes students to be motivated to continue learning and excel. After P2KK, soft skills increased because participants were actively involved, and the learning system applied could be understood easily. There are lessons related to increasing awareness for achievement and giving certificates and scholarships to the best participants to increase participants' motivation to do their best.

Flexible thinking soft skills interpret the extent to which a person can adapt his thinking and receive new information from different thoughts. The average of these soft skills increased after P2KK. P2KK participants have various backgrounds and different characteristics; this can add insight and broader interaction of participants to hone their mindset to be more flexible.

Leadership soft skills have the lowest average among the eight soft skill attributes. Low leadership shows that FIKES students at the University of Muhammadiyah Malang are still lacking in effectively leading others when carrying out a task, and in being able to do it are still less productive.

This study showed an increase in soft skills controlling emotions after P2KK. This soft skill interprets the extent to which a person can control or control emotions when he is faced with a stressful situation. In the P2KK program, participants are monitored for 24 hours and are required to be disciplined against the regulations that apply during the activity. The pretty dense activities, carried out with many other participants, are believed to improve the ability to control emotions. Participants who undergo P2KK are automatically required to understand and tolerate each other so that this sharpens their ability to control emotions.

There is an increase in soft initiative skills after P2KK; these soft skills identify the extent to which a person initiates an action in a new situation. The P2KK environment is a new environment for participants; in the class, participants are given a stimulus by the facilitator to be active during the training, and each individual is allowed to express his opinion. In addition to being given material, participants were also given simulations, games, yelling competitions, and outbound which will improve the ability of participants to take the initiative.

Soft skills self-confidence is the confidence individuals have in themselves in the ability and success of their actions. The average soft skills of respondents' self-confidence increased after participating in P2KK due to the supportive environment during the activity. During the training, the facilitator stimulates the participants to be active and appreciate every answer, action, or

decision. P2KK participants were also given motivation and material about knowing themselves, so they were more confident; speaking skill training and group division, which resulted in the division of tasks for each individual, were assessed to increase the participants' confidence.

3.3 The Influence of P2KK on Soft Skills of faculty of health science students, University of Muhammadiyah Malang

The average soft skill score of faculties of health science students at the University of Muhammadiyah Malang before and after P2KK is in the medium category. The results of data analysis using the Wilcoxon test obtained a significance value ($p = 0.00$) which interpreted that H1 was accepted, which means that there is an influence of P2KK on the soft skills of faculty of health science students, University of Muhammadiyah Malang. The average soft skill score of faculties of health science students at the University of Muhammadiyah Malang after P2KK was higher than before P2KK; namely, there was an increase in the average score from 140 to 151. There was a strong influence between P2KK and an increase in soft skills, seen from the high ES scores in eight attributes. Soft skills.

Character-building programs can be the first step in forming excellent individuals so that they are expected to have good soft skills. The process of character building does not directly stimulate the development of one's soft skills, so a long process is still needed so that individuals have good soft skills and mental stability in facing future challenges. The characteristics of an effective leadership formation program are as follows: (i) participants must be taught about knowledge and skills, (ii) it must be ensured that participants understand the social values, beliefs and history of the local community/environment, (iii)) participants should be helped to improve their leadership and strengths, (iv) participants should be encouraged to develop ethics, values and ethical thoughts, (v) participants should be encouraged to respect differences, (vi) participants should be encouraged to have respect , beliefs and expectations, (vii) experiential learning, (viii) increasing participants' awareness to help others, (xi) programs should provide opportunities to evaluate personal thinking and create collaborative and personal learning, (x) participants should be encouraged to participate in teamwork, (xi) when participants do learning must involve consultants, role models and adults, (xii) must ensure that participants progress in the context of clear goals and targets.

The approach used in P2KK is experiential learning. Experiential learning is a process that provides a conscious experience related to the information to be taught (Hudha et al., 2015). This approach focuses on what a person will learn, activates learning cognitively and emotionally, and change behavior according to the desired skills. Experiential learning is often referred to as "learning by doing," which aims to increase participant involvement in learning, including skills training, learning while practicing, and observing (Hoover et al., 2010; Cunha, 2016). Information and situations from the learning process carried out during leadership training can serve as a stimulus for forming a perception. This perception will be the basis for forming attitudes and behavior.

The training carried out using experiential learning to 20 students for 1-1.5 hours per week for 10 weeks has the result that the leadership skills development program at the university is effective for improving soft skills because it significantly increases the desire to achieve goals, communication skills, group skills, and abilities. Problem-solving, decision-making abilities, awareness of responsibility, awareness to trust and be trusted, leadership awareness, and emotional awareness. This is reinforced by research conducted by Brungard (2011); in this study, there are 3 groups, namely a group that has never attended leadership education, many as 225 respondents, a group that has a leadership education certificate, and many as 225 respondents, and a group who obtained a bachelor's degree in leadership organizations as many as 225 respondents. 155 respondents. This study uses a survey method that aims to collect data from the three groups using a questionnaire. The results showed that the group who obtained a bachelor's

degree in leadership organizations slightly differed in soft skills from those with a leadership education certificate. There are many significant differences between the group that obtained a bachelor's degree in organizational leadership and those that had never attended leadership education. Soft skills formation takes quite a long time, and training in a few days can increase.

Conclusion

Based on the results of the study, the effect of P2KK on the soft skills of faculty of health science students at the University of Muhammadiyah Malang can be concluded; (1) The soft skill score of faculty of health science students after participating in P2KK increased by 10 points compared to before participating in P2KK. (2) The soft skill category of faculty of health science students before and after P2KK remained the same as the medium category. (3) Comparison of the scores of 8 soft skill attributes of faculty of health science students at the University of Muhammadiyah Malang after P2KK was higher than before P2KK, with the lowest soft skill increase in leadership and the highest soft skill increase in achievement motivation. (4) There is a significant effect of P2KK on the soft skills of faculty of health science students, University of Muhammadiyah Malang.

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